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| 🞏Listening 🗹Speaking 🞏Reading 🞏Grammar 🞏Writing |
| Topic: Going shopping |

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| Instructor:  Hyun Ji Son | Level:  Intermediate | Students:  12 students | Length:  30 Minutes |

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| Materials:   * White board, markers * Photo for a grocery store, information scrip (copy each 1) * Worksheet A and B (12 copy each, 1 paper for extra) |

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| Aims:   * Main aims: focus on oral language use and exercise them (requires learners to attend to from –the use of ‘any’ and ‘some’ in questions and answers * Secondary aim: learners can learn several vocabularies related to the topic * Personal aim: learners will be able to apply the sentences in a real life situation |

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| Language Skills:   * Reading: role card and worksheets * Listening: teacher’s example of vocabulary, background information * Speaking: oral exercise through conversations, group discussion * Writing: requesting the students to write down what items Gigi was able to buy |

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| Language Systems:   * Phonology: [fl], [wa], [u] * Lexis: related to the topic such as flour, water, beans etc. * Grammar: ‘Some’ and ‘Any’ (quantifiers), the present simple tenses in negative and positive * Function: asking for information and giving information * Discourse: discussing what Gigi can and cannot buy at the store |

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| Assumptions:   * Students know most words in the shopping list * Students know what to do in a grocery store |

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| Anticipated Errors and Solutions:   * If the students do not know the difference between some and any, * let them know Some and Any used plural nouns and uncountable nouns * If the students hesitated to move at the beginning of the activity, * help them to stand up and move * If the students do not know how to ask questions during the interview, * provide keywords (any/some) or go over ‘vocabulary’ again * If the main task will be done earlier than I thought, * do SOS activity * If student want a new worksheet, * give the extra copy |

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| References:   * Google image for grocery store   [www.palmbeachpost.com](http://www.palmbeachpost.com)   * *Task-based language learning and teaching*, Rod Ellis, Oxford, Great Clarendon Street, NY, University press, 2003 * SOS activity from TEFLHandbook   https://teflhandbook.com/efl-esl-lesson-plans/a2-lower/some-and-any/ |

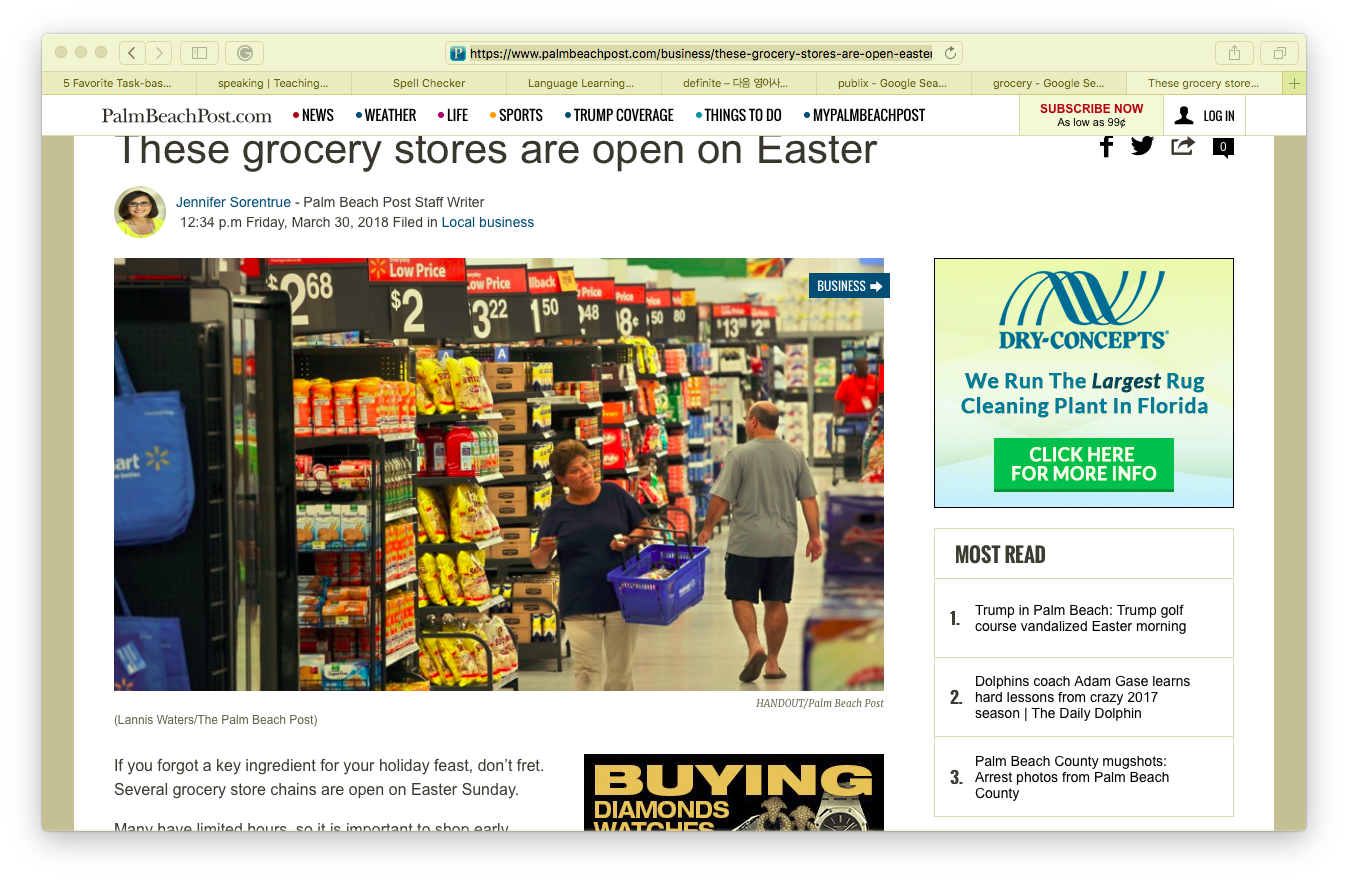
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| **Pre-Task:**  Aim: To introduce the topic and to give the class exposure to language related to it | | |
| Materials: board and markers, photo of grocery store, information scrip | | |
| Time | Set up | Teacher Talk |
| 1 min  1 min | Whole  class | **<Greeting>**  “Greeting all, how are you doing today? Good, good---“  **<Spark interest>**  **(\***make sure that students have a plenty of time to think their own)  Show Ss the picture and ask them:  (make them to think or guess)  What is this? what do you think it is?  (pause)  Do you like to go grocery shopping?  (pause)  Where people go for grocery shop?  (pause)  What the grocery have?  **<Introduce Topic>**  (Write ‘Going shopping’ on the board)  “Today we will learn ‘How to get food items on a grocery shop’  First, I will give you the background information on a situation. Listen carefully”.  **<Background Information>**  “Gigi is planning on going to grocery shopping soon, and the place calls Publix  She should buy oranges, flour, a box of cereal, eggs, milk, and Bananas at the market  The market sells 14 items: bread, Coca Cola, Curry powder, salt, sugar, flour, biscuits, bananas, beans, rice, apples, water, coffee, and strawberry  What items Gigi can buy and what items she cannot buy at the Publix shop?  Would you want to listen one more time?”  Yes-> read it again (slower)  No answer or No-> move on |

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| **Task-Preparation**  Students do the task in small group, learn vocabularies that help to solve the task | | |
| Materials: worksheet A and B, board and markers | | |
| Time | Set up | Teacher Talk |
| 3min  3 min  12min | Whole Class  Individually  Whole class  Group  +  Individually | Procedure:   1. **Role play**   “I will give two different worksheets, one for group A and one for group B. Just read do not write anything on the card and do not show the card to others. You have 2 minutes.”  -Hand out the sheets-  (A for group a, B for group B)  **<CCQ>**  Who are in the group A, put your hands up  Can you show your card to other group?  Can we write something on the paper at this moment?  How much time do we have?  (monitor discretely)  **<Vocabulary>**  “Before, we will be doing the activity, I will introduce a few terms”  (✍ ‘**Any’ vs ‘Some’** on the board)  “Has anyone heard of those words? Can you tell me what any and some means?  Yes, **some** and **any** are used when we do not specify the exact amount of something  Also, **some** is used in positive sentences  **Any** is used in negative sentences”  **<CCQ>**  “Can we use ‘some’ in positive sentence? (Yes)  Can we use some or any when I know specify number? (No)  (✍‘**flour**’ one the board)  Has anyone heard of this words? Can you tell me what it means?  Yes, it a powder made from grain, used for making bread, cakes etc”  **CCQ**  Can you make bread with some flour? (yes)  Can you make salad with flour? (No)  (✍ ‘**grocery**’ on the board)  Has anyone heard of this words?  Can you tell me what it means?  Yes- It is a store that sells food and small thing for the home  **CCQ**  Can we buy something at the grocery store?  Can we buy some bananas at a grocery store?  When do we need to go a grocery store?   1. **Interview**   **<Instruction>**  “Now we will do the interview. Each person can ask a question at a time. Group A has Gigi’s shopping list and  Group B has a list of items that they sell.  People in the group A, ask anyone in the group B whether the store has items that Gigi wants to buy based on the information  Group B people can answer whether they have or not based on the information  Then, all of you write down what Gigi can and cannot buy at the store  I will give you 10 minutes  **ICQ**  Which group has Gigi’s shopping list? A or B? (A)  Who are in the group B put your hands up  Only people in Group B write down the items?  (No, we all do)  How much time do we have?  Okay, let’s start”  (If students are hesitating to start or move, help them to move)  (Discretely monitor students making sure they are following the rules)  (Check whether group A people asking questions to group B)  \*\* **Listen carefully the questions that students made**  **Pick 2 good and incorrect phrases**  3 minutes’ left  Okay, time is up—  Go back to your seat so you can have group discussion.  I want you to discuss “what items Gigi is able to buy and what items she cannot buy at the grocery store” |

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| **Task Realization**  Solve the task by interview and group discussion and present to the teacher  ( mistakes do not matter just monitors) | | |
| Materials: Worksheet A, B, board and markers | | |
| Time | Set up | Teacher Talk |
| 11 | Whole class | 1. **Discussion**   **<Instructions>**  (✍ ‘**can buy/ cannot buy’** on the board)  “I want you to discuss “what items Gigi can buy and cannot buy at the store  You can use your worksheet with the information you collected during your interview  I will give you 8 minutes”  **ICQ:**  What do we discuss?  How much time do we have?  3 minutes left, do we need more time?  (Yes-> give them 2 more minutes)  Ok, anyone can tell me what items Gigi can buy at the store?  (Listen to students, let them answer freely just lesson them and saying ok..alright)  (flour, milk, strawberry)  Anyone can tell me what items Gigi cannot buy at the store?”  (Listen to students)  (oranges, a box of cereal, banana) |

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| **Post task**  Students shear report and teacher listens and then comments and stands by the give advice | | |
| Materials: white board and maker | | |
| Time | Set up | Teacher Talk |
| 5 min | Whole class | **<Language Focus>**  **Error correction:**  (write on the board good phrases used by the students during the interview and incorrect phrases/sentences from the interview)  I heard several phrases used by you during the interview  (write on the board: 1<correct one>  2  3 <incorrect>  4  What do you like to hear more? why?  All good but how can we make the # 3 and 4 better?  (let students discuss the meaning and how to complete the sentences)  (Possible:  Do you have any flour?  Yes, I do  Do you have any jam?  No, I am sorry I do not have any)  **Feed back**  “Ok, that would be all for today  Did you enjoy today’s activity?  How was the activity?  (Listen to Ss feedback on the activity)  Tonight, think about what Gigi will do after she was not able to buy all the items at the store  I will ask tomorrow  I hope you had fun today!  See you tomorrow “ |

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| **SOS Activity**  Speaking activity using some and any | | |
| Materials: papers and pencils, board and markers | | |
| Time | Set up | Teacher Talk |
| 10 | Whole class | 1. **Picnic time**   **<Instruction>**  All of you make a list of six kinds of food or drink that you are going to bring on a picnic. Work alone and you have 3 minutes  **ICQ:**  Are you working alone?  How many items will be on your list?  after 3 minutes  We are going to divide into groups of three and ask each other questions about their lists  You can use your list to make the questions:  Have you got any water?  Yes, I’ve got some water  Or  Do you have any chocolate?  Yes, I have some chocolate  **ICQ**  Are we working alone?  Are we asking questions to the group?  Do we need to use Any or Some?  Let’s start  **Feedback+ Error Correction**  Did you have a fun?  What do you have on your list?  How did you ask the questions when you asked to your group?  Okay, all for today  Hope you all have a wonderful afternoon. |



worksheets for group A

**Gigi’s shopping list**

Look at the Gigi’s shopping list

1 Oranges 2 A box of cereal 3 Flour 4 Eggs

5 A carton of milk 6 Bananas 7 Strawberry

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| Gigi can buy… | Gigi cannot buy…. |
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worksheet for group B

**Publix market**

Look at the list of items in Publix’s grocery shop.

1 Bread 2 Coca Cola 3 Curry power 4 Salt

5 Sugar 6 Flour 7 Biscuits 8 Bananas

9 Beans 10 Rice 11 Apples 12 Water

13 Coffee 14 Strawberry

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| Gigi can buy…. | Gigi cannot buy.. |
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Background information:

Gigi is planning on going to a grocery shopping,

and the place calls Publix soon.

she should buy oranges, **flour**, a box of cereal, eggs, milk, and Bananas at the market.

The market sells 14 items: bread, Coca Cola, Curry powder, salt, sugar, flour, biscuits, bananas, beans, rice, apples, water, coffee, and strawberry

What items Gigi can buy and what items she cannot buy at the Publix shop?